

EYFS (Nursery)	Autumn Term		Spring Term		Summer Term	
	September to October 2026	November to December 2026	January to February 2027	February to March 2027	April to May 2027	June to July 2027
Main Project	Me and My Community This project supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class. It teaches children about being helpful, kind and thoughtful at home and at school. This project also teaches children how they are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them.	Once Upon a Time This project supports children to develop a love of stories and reading. It encourages children to learn, retell and act out familiar and traditional tales including <i>Cinderella</i> , <i>Goldilocks</i> , <i>Little Red Riding Hood</i> , <i>The Three Little Pigs</i> and <i>The Three Billy Goats Gruff</i> .	Starry Night This project explores the differences in the world at night compared to during the day. It teaches children about the importance of a good night's sleep, and helps them to discover what is happening in the world while they are sleeping, including finding out about nocturnal animals.	Dangerous Dinosaurs This project teaches children about the different animals that roamed Earth millions of years ago and how they are related to animals that live on Earth today.	Sunshine and Sunflowers This seasonal project provides opportunities for outdoor learning and teaches children how to care for the plants and animals in their local environment and how to stay safe in the sun.	Big Wide World This project teaches children about the global community to which they belong and explores how living things, communities and climates differ around the world.
Mini Project	Exploring Autumn This mini topic teaches children about the natural changes that happen during the season of autumn, including how the weather changes, why trees lose their leaves and how wild animals prepare for winter.	Sparkle and Shine This mini topic teaches children about the celebrations that take place during the autumn and winter seasons, and focuses on the significance and symbolism of light at this time of year.	Winter Wonderland This mini topic teaches children about the changes that happen during winter, including the types of weather associated with winter. It also explores places that have snow all year round and the types of animals that live there.	Puddles and Rainbows This mini topic teaches children about the weather that happens during spring and allows them to explore natural phenomena, including rainbows. It supports them to explore colour in the natural world.	Shadows and Reflections This mini topic teaches children about natural phenomena, including shadows, reflections and echoes. They explore how shadows are formed and how they can change.	Splash! This mini topic teaches children about water, including floating and sinking, freezing and melting, and why it is important for living things to stay hydrated.
Literacy	Children need to: • Listens to longer stories and can remember what happens • Understands two part question or instruction • Understand “why?” questions • Use a wider range of vocabulary • Sing a large repertoire of songs • Be able to talk about familiar songs and rhymes and retell a story • Developing on using the correct tense in sentences eg “I runned to the shop” • Uses sentences of 4-6 words • Be able to express point of view- beginning to develop language of thinking • Can start a conversation and sustain it • Uses talk to organise and plan- using extended sentences e.g “because”					
	Skills required: • To be able to sit for a longer period maintaining interest and engagement • To be able recall events in the story • To be able to follow a routine e.g. visual timetable • To be able to understand positional language relating to everyday situations e.g. put your coat on the peg • To be able to engage in simple memory games • To be able to engage in action songs/rhyme • To be able to put a string of words together • To be able to have an awareness of familiar stories/songs • To be able to make choices within the classroom showing a greater sense of independence • To be able to engage with others in a shared interest using language/gesture to communicate • To be able to engage in story telling e.g. Goldilocks and the Three bears or recalling an event/experience they have had. • To be able to ask/gesture for help when required. • To begin to engage in repeated refrains within familiar stories to extend language and sentences structure • To be able to engage in open ended play to develop using their own ideas and makes choices • To be able to communicate confidently • To be able to understand what “Why” means • To be able to engage in cause and effect activities • To be able to use connectives within a sentence • To be able to concentrate on a given task for a given time • To be able to wait for a turn • To be able to enjoy playing with sounds/words e.g. silly songs/rhymes • To be able to use talk in their play beginning to make links					

	To be able to handle books with care, turn pages and point to illustrations.
Communication & Language	Children need to: - Listens to longer stories and can remember what happens - Understands two part question or instruction - Understand “why?” questions - Use a wider range of vocabulary - Sing a large repertoire of songs - Be able to talk about familiar songs and rhymes and retell a story - Developing on using the correct tense in sentences eg “I runned to the shop” - Uses sentences of 4-6 words - Be able to express point of view- beginning to develop language of thinking - Can start a conversation and sustain it - Uses talk to organise and plan- using extended sentences e.g “because”
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Mathematics	Children need to: - Subitising to 3 - Recite numbers past 5 1 to 1 correspondence to 5 - Know the last number tells you how many - cardinal principle - Show fingers for numbers up to 5 - Matching numerals to amounts to 5 - Experiment with own maths mark making - Solve real world problems to 5 - Compare quantities using more mathematical language- more than, fewer than - Talk about 2D and 3D shape using informal and mathematical language - Understand positional language - Describe a familiar route - Make comparisons between objects relating to size,length,weight and capacity - Select shapes appropriately - Combine shapes to make new ones - Talk about and identify the patterns around them - Extend ABAB patterns - Correct a mistake in a repeating pattern - Begin to describe a sequence of events using first/then
	Skills required:

	• to be able to count to 3 • To have 1:1 correspondence, using objects and pictures. • a good working memory to enable recall of numbers. • to have the oral motor skills to verbalise number • to track objects with their fingers • to recite numbers in order to 5 • to engage in counting a variety of objects • to use manipulatives to experiment with counting • to understand that anything can be counted • to use fingers for counting • to have the motor skills to enable them to show the correct amount on their fingers. • to be able to point to the numeral on number picture books • to have the motor skills so that mark making materials can be manipulated • to be excited and interested in different mark making activities • to understand and respond to language • to understand and respond to language. To be a confident talker • to be able to look at differences in any objects • to have an interest in placing things in different places. • to understand and respond to language. To be a confident talker • to understand words such as 'heavy', 'light', 'big', 'little', 'short', 'tall', 'more' • to have the motor skills to manipulate objects • to engage in shape activities • to be engage with number and shape in their environment • to engage in conversation about their environment • to manipulate materials involving patterns. • to describe a pattern • to have the language skills to talk about what they see • to be persistent and resilient • understand what first and then means.
Understanding of the World	Children need to: • Use all their senses in hands on exploration of natural materials • Explore collections of materials with similarities and differences • Talk about what they see, using a wide vocabulary • Begin to make sense of their own life story and families history • Show interest in different occupations • Explore how things work • Plant seeds and care for growing plants • Understand key features of life cycle of a plant and an animal • Begin to understand the need to respect and care for the natural environment and all living things • Explore and talk about different forces they can feel • Talk about differences between materials and changes they notice • Continue to develop positive attitudes about the differences between people • Know there are different countries in the world and talk about the differences they have experienced or seen in photos
	Skills required: • Desire to explore and enquiry • To use correct vocabulary in context • To handle a variety of equipment • To make independent choices • naming things • To speak in sentences about what they see • To understand what same /different means • Knowing they belong to their family, who is in their family • taking ownership of their natural world • Talking about their findings • play, initiating play with peers • answering questions appropriately -what?how?when?why? • To talk about what they do • To care • handling and using a range of resources • To role play their own experiences and of everyday experiences they have seen

Physical Development	Children need to: • Continue to develop movement, balancing, riding and ball skills. • Climb steps using alternate feet • Skip, hop, balance on one foot • Use large movements • Start taking part in group/team activities they make up • Use patterns and sequences related to music and movement • Decide on movement for activity e.g crawling in tunnel • Selecting the right resources for job • Collaborate with others e.g carrying planks • Use one handed tools • Use comfortable grip with good control for pens/pencils • Start to eat independently with cutlery • Be increasingly independent e.g dressing • Self care • Make healthy choices Skills required: • Can engage for increasing periods of time • Can follow instructions with more than one part. • Has some hand/ eye coordination • Has good body awareness • Can balance briefly on one foot. • Has a good range of motion in all limbs. • Can cross the midline. • Can interact and communicate appropriately with others. • Can turn take. • Has an understanding of what a game is and has a small repertoire of games they are familiar with. • Can copy from a model • Can follow a sequence of movement • Developing spatial awareness. • Has the core strength needed to kneel, crawl, balance, lift etc. • Has a repertoire of physical movements they can do. • Can make a choice. • Has developed a strong palmer grip and is beginning to develop a pincer/tripod grip. • Has developed a dominant hand. • Can grip, manipulate, scoop, pour with control. • Can coordinate a sequence of events to achieve a desired end result. • Can manage some of their own risks and make some safe choices. • Developing persistence and resilience.
Expressive Art & Design	Children need to: • Take part in simple pretend play,using objects to represent something else • Begin to develop complex stories using small worlds etc • Make imaginative and complex small worlds with blocks and construction • Explore different materials freely to develop ideas of how to use and make • Develop their own ideas and select materials to express these • Join different materials and explore different textures • Create closed shapes with continuous lines, and use these to represent objects • Draw with increasing complexity • Use drawing to represent ideas like movement and noise • Show different emotions in drawings and paintings • Explore colour and colour mixing • Listen with increasing attention to sounds • Respond to what they have heard, expressing their thoughts and feelings • Remember and sing entire songs • Pitch match - sing the tone of a song sung by another • Sing the melodic shape of familiar songs • Create their own songs or improvise a known song • Play instruments with increasing control to express ideas and feelings Skills required: • To show an interest in objects to be used in play • To begin to select and use objects that they might not usually play with

	• To begin to use short phrases associated with their play • To have an awareness of stories • To have an awareness of story structure- character, dialogue, actions, plot, consequence, resolution Example: The princess is stuck, she is saved by an animal. • To be able to observe/mimic other children and adults telling stories • To begin to use language to tell their own story • To choose objects that spark their interest • To be able to investigate how construction items connect • To be willing to select an use a variety of materials • To be able to put an idea into practice • To be able to ask an adult for help when needed • To be willing to select an use a variety of materials • To be able to put an idea into practice • To be able to ask an adult for help when needed • To understand how materials can be joined together eg. cellotape, glue, folding • To be able to hold a mark making tool successfully • To be able to apply enough pressure to make the mark • To begin to show a preference for a dominant hand • To begin to draw around some objects as a template • To be able to hold a mark making tool successfully • To be able to apply enough pressure to make the mark • To begin to show a preference for a dominant hand • To understand that adding detail can enhance a picture • To be able to replicate some early mark making patterns eg circles, zigzags, waves etc. • To be able to hold a mark making tool successfully • To be able to apply enough pressure to make the mark • To begin to show a preference for a dominant hand. • To be able to replicate some early mark making patterns eg circles, zigzags, waves etc. • To be able to articulate what they have drawn (give some meaning to marks made). • To be able to visually recognise different emotions • To be able to label different emotions • To understand the difference between emotions. • To label or describe the emotion shown in their drawing/painting. • To be able to recognise and label colours. • To know that when colours are mixed a new colour is created • To be able to focus on listening in different settings eg. on the carpet, in a group and during independent activities. • To be able to listen to others and respond appropriately • To begin to link and express their ideas • To show an awareness of familiar songs from the setting and at home • To recognise some familiar nursery rhymes • To be able to repeat/mimic adults and children • To be able to recall language in the song • To begin to replicate a familiar tune • To listen and copy a song sung by an adult or child • To show an awareness of familiar songs from the setting and at home • To recognise some familiar nursery rhymes • To be able to use or recall language in the song • To begin to replicate a familiar tune • To be able to use both hands appropriately to hold and make a sound on the instruments. • To begin to use pitch to reflect their feelings. • To be able to visually recognise different emotions. • To be able to label different emotions • To understand the difference between emotions. • To label or describe the emotion or feeling they have whilst playing.
Personal Social Education	Children need to: • Select and use resources to achieve a goal • Develop sense of responsibility and membership of a community • Show more confidence in new situations and with new people • To play with others extending ideas in play

	• To begin to find solutions to conflict in play • Talk with others to solve conflict • To increasingly follow rules and understand why they are important • Develop appropriate ways of being assertive • Talk about their feelings • To begin to understand how others might feel. Skills required: • be interested in the environment • to make a choice from a range of options on the resources they need • To listen and respond to instructions • Gradually need less prompts from adult to show a sense of responsibility • To see themselves as part of a group • To develop self confidence and positive self esteem • To begin asking questions • To speak up to adult • To use gestures and words to extend play • To be flexible and share ideas • To use appropriate vocabulary that will help to find a compromise or solution • Develop negotiation skills • To need an adult less to 'police' their decisions • To show empathy in noticing a child is upset and going over to them, talking to them, listening to them, offering them comfort • Talk with an adult or another child using the words 'sad' 'happy' 'cross' and 'because'					
PE	Introduction to PE: Unit 1 • In this unit, children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. • They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. • They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping.	Gymnastics: Unit 1 • In this unit, children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. • Children explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. • They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus • They copy, create, remember and repeat short sequences. • They begin to understand using levels and directions when travelling and balancing.	Dance: Unit 1 • In this unit, children will develop their expressive movement through the topic of 'everyday life'. • Children explore space and how to use space safely. They explore travelling movements, shapes and balances. • Children choose their own actions in response to a stimulus. • They are given the opportunity to copy, repeat and remember actions. • They are introduced to counting to help them keep in time with the music. • They perform to others and begin to provide simple feedback.	Fundamentals: Unit 1 • In this unit children will develop their fundamental movement skills through the topic of 'all about me'. • Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. • Children will develop gross motor skills through a range of activities. • They will learn how to stay safe using space, working independently and with a partner.	Ball Skills: Unit 1 • In this unit children will develop their ball skills through the topic of 'minibeasts'. • Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. • Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. • Children will be given opportunities to work independently and with a partner.	Games: Unit 1 • In this unit, children will develop their understanding of playing games through the topic of 'transport' • Children will practise and further develop fundamental movement skills through games. • They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.